

# MICIP Portfolio Report

## Huron Academy

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### Goals Included

#### Active

- ELA SMART Goals
  - Improve Math NWEA and M-STEP
  - School Climate Student Survey
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### Buildings Included

#### Open-Active

- Huron Academy 3-8
  - Huron Academy K-2
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### Plan Components Included

Goal Summary

Data

    Data Story

Strategy

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    Implementation Plan

        Buildings

        Activities

            Activity Text

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# MICIP Portfolio Report

## Huron Academy

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### ELA SMART Goals

*Status:* ACTIVE

*Statement:* Our goal is for 60% of all students at Huron Academy, on a grade-by-grade basis, to meet their targeted gains on the NWEA Reading test and/or improve a proficiency category on M-STEP by June 30, 2027.

*Created Date:* 05/18/2021

*Target Completion Date:* 06/30/2027

*Data Story Name:* ELA Goals

*Initial Data Analysis:* The data from 2018-2019 MStep proficiency told us that the local comparative districts, with the exception of 4th grade, are statistically ahead of us in ELA proficiency by a margin of 10-15% on average. In comparison with a nearby public school academy, Huron is outperforming it by a margin of 10-15% on average in ELA. In comparison to comparable local public school academies, Huron outperforms them on an average of 10% in three grade level categories and is outperformed by 8% in two grade level categories. As far as comparisons to statewide averages, Huron beats statewide scores in a single grade level.

*Initial Initiative Inventory and Analysis:*

Our mission is to be a leader in the areas of academic excellence and safety while developing the character of our students. We continue to use the available data to address areas of academic excellence and growth. Looking at trends in data provides us with pathways towards improvement and furthering the district mission.

All Academy staff including, but not limited to Classroom Teachers, Enrichment Teachers, Special Education Staff, Teacher Support Team, RTI Interventionists, Paraprofessionals, Curriculum Director, Title I Teachers, Title III interventionists, School Administrators, Office Staff, Latchkey workers, and Custodial Staff. In addition, other stakeholders including parents, school board members, and community volunteers help us in our mission.

Lead all Ferris State University charter schools on the State mandated test scores

Lead all Michigan public charter schools on the State mandated test scores

Lead all Macomb County elementary schools on the State mandated test scores

The average score on the Authorizer mandated test for Huron Academy on a grade by grade basis will be above the 60th percentile for all Michigan schools taking the test.

We have comparative data to show our growth between other Ferris State schools as well as other schools in the region and the state.

A -The School Board approves all financial commitments as they pertain to the mission and

stated outcomes set forth by the School Improvement Team and Administration. B -The school's primary source of funding is the State Student Foundational Grant. Other sources of funding include Title I, Title II, Title III, Title 31A, IDEA Funding, as well as other competitive grants.

Regular reporting to the School Board on financial and academic issues

*Gap Analysis:* We have considerable growth that needs to be attained to close the gap between Huron Academy and most comparable local districts. In the previous years, growth in MSTEP has occurred in 4th, 5th, and 6th grade. However, 3rd and 7th grade has seen a drop in growth. With regards to growth comparisons with local public school academies, Huron Academy seems to be more on par with these comparisons. It is generally agreed that with the advent of COVID-19 and the need for virtual instruction for over 40% of our students that gaps in learning are going to widen and be a major focus for continued school improvement planning.

*District Data Story Summary:* Huron Academy has historically worked diligently to ensure high rates of success academically. We have always shown a lot of focus towards reading stamina, comprehension, fluency, and phonemic awareness, in terms of ELA goals. Still, we have known that we can be doing more. Despite multiple programs, such as Reading Street, Handwriting Without Tears, and RAZ Kids, as well as supports from RTI & TST to Reading Recovery and Afterschool Tutoring, we find ourselves at a point that we know can see improvement. With the use of proper funding, and increased qualified support staff, technology, and training, we hope to be able to become leaders in terms of ELA proficiency at the county and state levels.

**Strategies:**

(1/4): MTSS - Literacy (Reading)

Owner: Joshua Sobczak

Start Date: 06/10/2021

Due Date: 06/30/2027

**Summary:** The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Purchase new curriculum materials (Fountas & Pinnell Classroom), provide training to improve the reading scores and teach the student to read. Implement a new reading program uniformly in the Prek-2 building.	Joshua Sobczak	06/22/2021	06/30/2027	COMPLETE
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>Huron Academy K-2</li> </ul>				
Purchase and implement new curriculum	Michelle Alger	06/10/2021	06/30/2027	COMPLETE
<b>Activity Buildings:</b>				
<ul style="list-style-type: none"> <li>Huron Academy K-2</li> </ul>				
Leveled Reading Groups	Joshua Sobczak	06/10/2021	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

## (2/4): Guaranteed and Viable Curriculum

*Owner:* Joshua Sobczak

*Start Date:* 06/22/2021

*Due Date:* 06/30/2023

*Summary:* A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

### *Buildings*

- Huron Academy 3-8

**(3/4): Implementation and monitoring of curriculum**

**Owner:** Michelle Alger

**Start Date:** 06/09/2023

**Due Date:** 06/30/2027

**Summary:** Implementation and monitoring of recently purchased curriculum through observations, feedback sessions, and peer review

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
K-2 small group instruction for phonics and phonemic awareness	Michelle Alger	06/09/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Huron Academy K-2</li> </ul>				
Small group instruction in reading	Michelle Alger	06/09/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> <ul style="list-style-type: none"> <li>Huron Academy 3-8</li> </ul>				

**(4/4): 23g Expanded Learning Time**

**Owner:** Joshua Sobczak

**Start Date:** 10/20/2023

**Due Date:** 06/30/2027

**Summary:** EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
K-8 Teacher and aide will implement evidence based interventions, including strategies such as the use of learning games (Scrabble, Scattergories, Apples to Apples, Taboo, Balderdash, et al) & Software (IXL, MobyMax, Advanced Math)	Joshua Sobczak	10/20/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
K-8 teacher & aide stipends will support students in reading in 7 classrooms, potentially up to 5 days each week, up to 1 hour per day, to address learning gaps and unfinished learning.	Joshua Sobczak	10/20/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Tier 2 ReadingStudy Activities - The lead teacher, by proctoring the games, will employ Tier 2 strategies. By utilizing NWEA and M-STEP data to	Joshua Sobczak	10/20/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>identify standards that are less than proficient by grade/students, the teacher will use the game &amp; standard to engage in strategies like reader's theatre, Quick Reads, and read-alouds. Grade level post-tests and subsequent test data will be shared and analyzed by Data Team, SIP team, and school administration team, to evaluate the efficacy of the program.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				



## School Climate Student Survey

*Status:* ACTIVE

*Statement:* On Panorama School Climate Student Survey, we need to see a 10% improvement in the School Belonging section of the survey on the 3-5 survey and the 6-8 survey.

*Created Date:* 04/26/2022

*Target Completion Date:* 06/23/2027

*Data Story Name:* PBIS/SEL

*Initial Data Analysis:* The Huron Academy School Improvement Team has analysed the data and the conclusion/story that we reach is there is an overall need to address school/culture/climate/environment and overall student behaviors. SEL was something our school had focused on in the past, but due to a variety of reasons (including the pandemic) the focus has waned over time. Due to the increasing instances of student emotional trauma and suboptimal student behavior, our SIP team has come to the conclusion this is an area we need to analyse and address.

*Initial Initiative Inventory and Analysis:* In doing an inventory of current initiatives in place at Huron Academy to address Social/Emotional Learning/Trauma, we start with our mission statement, which is the very foundation of what we are as an academic institution. In addition to academic excellence, we state "we will be a leader....in safety while developing the character of our students." As a school, we cannot ensure the safety of students when they are struggling socially/emotionally for various reasons. The personnel involved in implementation of our SEL/PBIS initiative is our SIP Team, School Administration and staff (teachers, paraprofessionals and support staff).

The expected outcome of this initiative is to increase academic achievement as a result of by improving school culture/climate/environment through increased social/emotional supports and relationship building with all stakeholders.

The current evidence our School Improvement Teams has for outcomes to date are through staff and student surveys (uploaded into MICIP) in addition to success with previous initiatives for character education and social emotional learning ("Husky Habits"). Huron Academy will use the following funding sources to support the SEL/PBIS program (potential and/or not limited to): Title II, Title IV, General Fund, and ESSER/CARES Act Funding. As the program is implemented/maintained additional funding sources may be identified and used (potential supplemental grants).

Huron Academy is using the MICIP process to identify the needs in terms of SEL and using a data driven approach chart the course of our program. By using the "continuous" emphasis of MICIP, Huron Academy is pushing to avoid the waning of the implementation of PBIS/SEL with fidelity.

The Macomb ISD support SEL and PBIS through offering annual training and support. Members of the Huron Academy SIP Team have been in contact with these trainers to help support our implementation of the program. Additionally information through the MI MTTS Center will support our measured approach using data and supporting student needs.

*Gap Analysis:* Through the School Improvement Process, Huron Academy has identified the following gaps between our current reality and the desired state. As we began our

discussion, we found that we have a good beginning foundation/structure to support an SEL/PBIS/Character Education program. Huron Academy in previous years had the "Husky Habits" program that emphasized for each grade level positive items/topics to focus on. These items defined and encouraged positive behavior, interactions and relationships in addition to maintaining a positive and safe school environment. Our SIP team strongly agreed we need to make this a continuous training process to maintain the program with fidelity and support any necessary updates/changes based supported by continuously updated data. Additionally, our team proposed prioritizing meeting and professional development time to roll out the program to staff, convincing staff of its importance (buy-in) and implementing with consistency and fidelity. Based on the unanimous agreement of our SIP Team, and the Staff Behavioral Survey, we have clearly identified making SEL a priority that will assist with buy-in if the program is designed correctly and supported by all stakeholders (staff/admin/students) with fidelity.

*District Data Story Summary:* As stated in the Initial Data Analysis, Initial Inventory & Analysis and Gap Analysis, the Huron Academy School Improvement Team has identified a clear need to address school culture/climate/environment and overall student behavior. Huron Academy has an already established foundation/structure for accomplishing this goal, the strong focus had waned over time (due to pandemic and the resulting social/emotional changes in students as a result). By making SEL/PBIS a continuous training process, emphasizing and prioritizing time to train staff and implementing with consistency and fidelity our SIP Team feels (and the data supports) that we will see an improved school climate with improved student behavior built around an environment of strong positive relationships.

**Strategies:**

(1/1): MTSS - PBIS (Behavior)

Owner: Michelle Alger

Start Date: 06/22/2022

Due Date: 06/30/2024

**Summary:** The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

**Buildings:** All Active Buildings

*Strategy Implementation Plan Activities*

Activity	Owner	Start Date	Due Date	Status
Positivity Project	Michelle Alger	06/22/2022	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

## Improve Math NWEA and M-STEP

*Status:* ACTIVE

*Statement:* Our goal is for 60% of all students at Huron Academy, on a grade-by-grade basis, to meet their targeted gains on the NWEA math test and/or improve proficiency category on M-STEP in a one-year time.

*Created Date:* 05/31/2022

*Target Completion Date:* 06/23/2027

*Data Story Name:* Math Goals

*Initial Data Analysis:* The initial data measuring projected growth on the NWEA MAP Growth Assessment on math shows that many of the students at Huron Academy struggled to meet projected growth when measured over a period of Spring 2021-Spring 2022 and Fall 2021-Spring 2022. This appears to be a direct result of the lack of consistency as a result of pandemic related absences and virtual learning. These constant disruptions over these longer measured period show this affected student growth to a greater extent than our historical data shows. When you dig a little deeper and measure growth from the period of testing from Winter 2022-Spring 2022, we do see almost every grade but one had percentages of 50 of students making or exceeding their projected growth. This period signifies a time when there was greater consistency in attendance as a result of less pandemic related absences.

*Initial Initiative Inventory and Analysis:* Currently, Huron Academy has a broad representation across all grade levels and curriculum on the School Improvement Team that does all of the initial analysis and inventory to determine needed corrections and changes as a result of successes and deficiencies across the curriculum. Representatives from the SIP and Data teams meet quarterly with the grade-level teams to discuss data/assessment results and seek input on students and curriculum needs/changes. As a result of these discussions with stakeholders, we have found that our current curriculum requires more time than most staff have with the students. This issue is magnified as a result of pandemic learning loss. Many staff voiced concern during grade-level meetings for a great need for leveled resources that are flexible and allow for focus on identified individual student needs. Currently, many grades have been using IXL, which has shown to frustrate students and not allow for differentiation and targets to individual student need. From the Winter 2022-Spring 2022 testing terms, with less pandemic related disruptions and absences, teachers were able to implement some beginning target lessons and curriculum in math. Based on the Winter-Spring NWEA results, this targeting of resources and instruction increased the amount of students who met/exceeded their projected growth. The existing NWEA testing will allow us to measure if these initiatives are being implemented with fidelity and if additional changes need to be made on top of what we are targeting through this goal.

*Gap Analysis:* At the current moment, looking at Huron Academy's Fall 2021-Spring 2022 NWEA MAP Growth Math results (with the exception of Grades 1, 6 and 8) all grades had below 50% of the students not meet their projected growth for the above testing periods. Our desired state is working to raise every Huron Academy student to the level of meeting

their projected growth. We have cause for optimism when comparing results from Winter 2022-Spring 2022. With the exception of Grade 6, all Grades met projected growth when comparing this period. What this proves is our focus on basic math skills as it relates to individual student needs and a waning of the pandemic (increased attendance) is showing initial success.

*District Data Story Summary:* The Huron Academy School Improvement Team has identified through of 2021-2022 NWEA Data (Math) that when the students are in consistent attendance and the focus is on the basic math facts each student (individually) requires to have a mastery on the concepts/curriculum covered, students meet their projected growth. Looking at the Winter 2022-Spring 2022 math results on the NWEA MAP Growth Assessment, we see almost all grades having over 50% of students meeting or exceeding projected growth. When we look at Fall 2021-Spring 2022 and Spring 2021-Spring 2022 results, we see more students not meeting their projected growth of these extended periods. Our initial analysis shows that when our students have consistent attendance (not out of school due to illness/pandemic), our teachers are able to effectively use the curriculum to fill in the gaps and help the students meet or exceed their projected growth. Since the pandemic and virtual learning has (for some students) created a larger hole to dig out of for many students, it will take long term focus on individual needs, basic math facts and topics that encompass multiple math curriculum areas to continue to build on the growth seen in Winter 2022-Spring 2022. The SIP/MICIP process is being used to assist in making sure we are meeting the needs of at-risk learners, and helping be an "early warning" sign on any deficiencies to allow for adjustments to the curriculum and resources offered and needed. As seen on the Fishbone, our team identified getting away from IXL and using programs more tailored to identified student needs (Xtra Math and Delta Math). Our SIP Team will continue to use this process to assess the success of these changes and look for additional changes that may be required. Currently, Huron Academy has adequate funding identified to support the programs in place.

**Strategies:**

(1/3): EnVision Math

Owner: Michelle Alger

Start Date: 06/07/2023

Due Date: 06/23/2027

Summary: K-8 math curriculum

Buildings: All Active Buildings

*Strategy Implementation Plan Activities*

Activity	Owner	Start Date	Due Date	Status
Teacher created interventions	Michelle Alger	06/07/2023	06/23/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/3): 23g Expanded Learning Time**

**Owner:** Joshua Sobczak

**Start Date:** 10/20/2023

**Due Date:** 06/23/2027

**Summary:** EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
K-8 Teacher and aide will implement evidence based interventions, including strategies such as the use of learning games (Pit, Number Rings, Math Dice Chase, Prime Climb, Pay Day, Budget, et al) & Software (IXL, MobyMax, Advanced Math)	Joshua Sobczak	10/20/2023	06/23/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
K-8 teacher & aide stipends will support students in math in up to 7 rooms, potentially up to 5 days each week and up to 1 hour per day, to address learning gaps and unfinished learning.	Joshua Sobczak	10/20/2023	06/23/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Tier 2 Math Study Activities - The lead teacher, by proctoring the games, will employ Tier 2 strategies. By utilizing NWEA and M-STEP data to identify standards	Joshua Sobczak	10/20/2023	06/23/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>that are less than proficient by grade/students, the teacher will use the game &amp; standard to engage in strategies like small groups, check-in/check-out, and number talk. Grade level post-tests and subsequent test data will be shared and analyzed by Data Team, SIP team, and school administration team, to evaluate the efficacy of the program.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				



**(3/3): MTSS Framework (General)**

**Owner:** Joshua Sobczak

**Start Date:** 10/20/2023

**Due Date:** 06/23/2027

**Summary:** "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

**Buildings:** All Active Buildings

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Leveled Math Groups	Joshua Sobczak	10/20/2023	06/23/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				